Math Week 5

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| Lesson 2-1 |
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| |  |  | | --- | --- | | 1.OA.1 | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | 1.OA.2 | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | 1.OA.3 | Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 8 = 11 is also known. (Commutative property of addition.) To add 2 6 4, the second two numbers can be added to make a ten, so 2 6 4 = 2 10 = 12. (Associative property of addition.)* | | 1.OA.5 | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | |
| Money Routine  More and Less Game –  Number Patterns – 5 + some more, or 10 + some more – use dotted number chart or number cards 1-10.  Act Out Addition – Whole Group  3 people came to a picnic in cars. Then 2 more people came on a bicycle. A total of 5 people came to the picnic.  Represent Addition with Pictures – Whole group & with whiteboards  Draw a picture to match your story problem above, draw the break apart line in your picture with the total under the break apart line, label the partners.  What are the partners? What is the total?  “We added 3 and 2 and got 5. When we put things together like this, it’s called adding. The plus sign shows that we are adding.  Story problem without a total:  I bought 3 pencils. You bought 4 pencils. How many pencils did we buy altogether?  Student Page: 43  Intervention: Read the story, act it out with counters, write partners and total, draw a picture to match your story.  I have 3 marbles. I find 6 marbles. How many marbles do I have now?  On-Level: Group of 3 – partner 1 draws a row of 10 or fewer of an item along with a break apart line. Partner 2 tells a story to match. Partner 3 writes partners and total on the picture. Take turns rotating jobs.  Challenge: Read the story. There are \_\_\_oranges in the bowl. The are \_\_\_ oranges in the other bowl. There are 5 oranges altogether. Work together and draw as many different pictures (partners) to the story as possible. Write the total below the break apart line. |
| Lesson 2-2 |
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| Addition with Circle Drawings.  Here’s the Score, which is more? – Write two numbers on board,students flash the greater number, students all stand up and say the number  Number patterns poster – flash numbers with hands  jMoney Routine  More and Less Game  Alternative ways to show addition:  Show the problem, let students draw it and allow them 30 seconds and say wait! This is taking too long!  Show them how to draw quickly using shapes/circles/dots etc.   * The king has 4 castles. The queen has 2 castles. How many castles do they have altogether?   Use simple shapes:  Repeat and have them write the partners and total like yesterday with the break apart line  5 clowns are glad, 4 clowns are sad. How many clowns are there in all? 9 what? Is it 9 elephants? – no, 9 clowns  Visualizing equality:  Find Addition patterns and totals – student page 47  What are the partners? What is the total? Who can make up a story about the circles?  Student page 48  Match the picture to the partner picture and total.  Intervention: Match objects to counters, Draw a picture to match the counters (represents two partners).  On Level: Same as above, but writing the partners and the totals with the break apart line  Challenge: Create your own addition story about what you find in the classroom or what you make up. Remember to include a question with a question mark. Solve, draw a picture to match your number sentence. |
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| Giant Number Cards:  Flash cards out of order and students flash number with their fingers.  Number patterns  Money Routine  More and Less  Use symbols for equal and not equal-  6=6, which is greater? – neither. How do you know? Who remembers what the word equal means?  Write 5 and 4 on the board - Should I write an equals sign between 5 and 4? Why not? You mean 5 is not equal to 4? Show them the not equals sign.  Use a circle drawing:  Use a story problem and write the partners and total as a class along with a picture.  Point out the numbers on the top are equal to the numbers on the bottom. Introduce the word equation.  Remember that the word equal means “the same amount”. Would you say that 3 plus 4 is equal to 7? How do you know? I am going to write an equation. An equation is a number sentence that shows that two amounts are equal.  Let’s say this equation together.  Practice generating equations as a class. Practice equal and not equal equations  Student page 49. – have students practice telling a story to match their equation.  Intervention: put all 10 counters in a cup and spill them out. Sort by color. Create equations using the two partners.  On Level: put all or some of the 10 counters in the cup and spill them on the table, partner 2 sorts the counters by color. Work together to create an equation. Take turns.  Challenge: Game cards 5-10. Mix the cards and put them face down. Pick a card which will be your total. Draw as many circle drawings as you can for the total. Write an addition equation for each drawing. |
| Lesson 2-4 |
| |  |  | | --- | --- | | 1.OA.1 | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | 1.OA.2 | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | 1.OA.5 | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | |
| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  **Student leaders do Money Routine**  **Student Leaders use number line to count on from various numbers**  **Introduce Number path board**  **Solve Addition Problems:**  **Model saying word problems aloud, have students draw circle drawings underneath the equation to represent the numbers.**   1. **+ 2 = 5**   **ooo oo ooooo**  **Recognize a wrong total:**  **Model saying a word problem then give the wrong answer, see if students can prove that it is not right.**  **Review ordinals by having a small group stand in a line. Ask class what position/place they are in.**  **Intervention:**  **Fold a piece of paper in half. Choose a total, 10 or less. Draw a picture showing an addition story for your total. Make a circle drawing to match. Write the partners and the total.**  **Trade papers and check.**  **On-Level:**  **Pick a story problem card. Make a circle drawing to match. Write the partners and the total. Mix up the story cards and match them to the drawings.**  **Challenge:**  **Use number cards 1 – 10, Make cards for +, =, and a blank.**  **Use four cards and a blank to make an addition equation.**  **Put the correct card where the blank is.**  **Take turns.** |
| Lesson 2-5 |
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| Students come to carpet for mini-lesson. Students then either work independently or with a partner for math workshop.  **Student leaders do Money Routine**  **Student Leaders use number line to count on from various numbers**  **Introduce Number path board**  **Introduce CROWS (5 crows in a row and \_\_\_\_below)**  **All students get number boards and markers.**  **Give them simple addition number sentences with a blank square for the total. Tell them to solve it any way they can (Showing their work).**  **Counting on –**  **Students get out number cards 1 – 10. Put them in order. Practice as a class counting on from different numbers above 5. (Using dots and number sides)**  **Literature Extension: Counting our Way to Maine**  **Intervention:**  **Take a card, draw the dots to show the partners.**  **Count all the dots and write the total. Ring the dots that show the first partner. Count to find the total.**  **On-Level:**  **Place counters in a pile (10 per person). Take some and drop them on the desk. Sort by color in a row (red first, then yellow). Write a matching equation. Count all of the counters, write the total. Count from the greater number and write the total.**  **Challenge:**  **Game cards 1-5. Mix up cards and put face down. Turn over 2 cards. Set the timer for 3 minutes. All use dots and counting on to find the total. Write down all the equations you can for that total together.** |